

**THE INFLUENCE OF USING LANGUAGE LABORATORY ON  
STUDENTS' SPEAKING ABILITY IN EXPRESSING  
INTERPERSONAL COMUNICATION AT THE  
FIRST YEAR OF SMAN 01 BENAI  
KUANTAN SINGINGI REGENCY**



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PEKANBARU  
1432 H/2011 M**

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A thesis

Submitted in Partial Satisfaction of Requirement  
for the Bachelor Degree in Education  
(S.Pd)



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## SUPERVISOR APPROVAL

The thesis entitled “*The Influence of Using Language Laboratory on Students’ Speaking Ability in Expressing Interpersonal Communication at the First Year of SMAN 01 Benai Kuantantan Singingi Regency*” is written by Robi Sastra, NIM.10614003446. It is accepted and approved to be examined in the meeting of the final examination of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Safar , 1432 H  
January, 2011 M

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## **ACKNOWLEDGEMENT**

Praise to be God, Allah almighty, the Lord of universe, by His guidance and blessing, the writer can finish and complete this academic requirement. Then, the writer says peace be upon to Prophet Muhammad SAW.

In finishing this paper, the writer got many valuable helps and advice from many people. Therefore, the writer wishes to express sincerely for them. They are:

1. Prof. Dr. H. M. Nazir. The Rector of state Islamic University of Suska Riau.
  2. Dr. Hj. Helmiati, M.Ag. The dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
  3. Dr. Hj. Zulhidah, M. Pd. the Chairperson Department of English Education and her Secretary Bukhori, M. Pd, for their guidance and help given to researcher to complete this thesis.
  4. Mr. Drs. H. Abdullah Hasan, M.Sc. gratefully thank for him correction, suggestion, support, advice, and guidance in completing this thesis.
  5. All lectures who gave their knowledge and information to the writer,
  6. Fadli Z, S.Pd as headmaster of SMAN 01 Benai, Mrs. Udaryani S.Pd, Zulfitraini S.S, and all the techers SMAN 01 who given time and place to the writer conducted his research. Thanks for your kind cooperation, attention, and time instilling the data for the research.
- Thanks for you all.

7. My beloved parents; Syafruddin, and Ayalis who given great love, advice, support, and pray.
8. My beloved Adopted Father Bpk Ramli, S.Pd.I as leader of SEC (Suitable English Course) and Kak Andi Sumiati, S.Pd and all of my friends in SEC
9. All of my friends in English Department, especially my best friends M. Muhibban, Amril Zainal, Robi Kurniawan, Redi Irfandi, Ahmad Sakti, Wandu Syahfutra, S.Pd, Nazaruddin, and All of friends in A, B, C, and D who help, advice, and motivate the writer. I will remember you all, wherever I go.
10. For all my old friends in my village, in Teberau Panjang, Teluk Kuantan, and especially for friends in MAN TELUK KUANTAN, and SMAN 01 Benai thanks for your participant and support to the writer. I miss you all.

Finally, the writer realize very much that this paper is not perfect yet; therefore comments, critics, and suggestion will be very much appreciated.

May Allah Almighty, wish blesses you all. Amin.....

Pekanbaru, January 25, 2011 M

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## ABSTRACT

Robi Sastra: The Influence of Using Language Laboratory on Students' Speaking Ability in Expressing Interpersonal Communication at the First Year of SMAN 01 Benai Kuantan Singingi Regency

The research was design as pre-experimental research. The participants were 80 students they are divided into two classes. X1 as experiment class and X2 as control class. The experiment class was though by using language laboratory in expressing interpersonal communication while control class was though in the classroom. The technique of the date collection of this research was observation and test. The observation was used to collect data of using language laboratory in teaching and learning interpersonal communication. While the test was used to measure the data of the students' speaking ability in expressing interpersonal communication. In analyzing the data, the researcher used t-Test by using SPSS.

Based on data analysis, the researcher made conclusion that: 1) there is a statistically significance influence of using audio lingual method in the language laboratory on the students' speaking ability in expressing interpersonal communication. It can be seen from the result of t-Test that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.02. While in the level of significance 1% is 2.72. Therefore, it can be analyzed that  $t_o$  is higher than t table in either at 5% or 1% grade of significance. It can be read that  $(2.02 < 9.532 > 2.72)$ . It means that there is significance influence of using language laboratory on students' speaking ability in expressing interpersonal communication at the first year students of SMAN 01 Benai.

## ملخص

رابي ساسترا (2011): تأثير استخدام معمل اللغة إلى مهارة الطلاب في تعبير  
المواصلات الشخصية لطلبة الصف الأول بالمدرسة العليا  
الحكومية 01 بيناي منطقة كوناتن سينغيني.

هذا البحث هو بحث تجريبي. المشتركون في هذا البحث يتكونون من 80 طالب حيث يقسمون إلى الفرقتين، هما الصف العاشر الأول للفصل التجريبي و و العاشر الثاني لفصل المراقبة. يعلم المواصلات الشخصية في الفصل التجريبي في معمل اللغة، بين فصل المراقبة في الفصل. طرق جمع البيانات في هذا البحث تتكون من الملاحظة و الاختبار، تستخدم الملاحظة عن استخدام معمل اللغة وأنع متغير X، ثم استخدم الاختبار لتمييز البيانات عن مهارة الطلاب في تعبير المواصلات الشخصية وهو متغير Y. استخدم الرموز ت-الاختبار في تحليل البيانات باستخدام البرنامج س. ف. س.س.

بناء على حصول البحث، استنتب الباحث أن 1: وجود التأثير الهام في استخدام معمل اللغة إلى مهارة الطلاب في تعبير المواصلات الشخصية. والنتائج يمكن ملاحظتها من النتائج ت-الاختبار أن الفرضية الثانية مقبولة مع الملاحظات الآتية: ت-الجدول في المستوى 5 في المائة وهو 2.02 بينما في المستوى 1 في المائة وهو 2.72. بناء على المجموعات السابقة يمكن الاستنباط أن  $t_0$  أكبر من ت-الجدول في المستوى 5 في المائة و 1 في المائة. ويمكن ملاحظته كما الآتي (2.02 < 9.9532 < 2.71) يعني وجود تأثير هام في استخدام معمل اللغة إلى مهارة الطلاب في تعبير المواصلات الشخصية لطلبة الصف الأول بالمدرسة العليا الحكومية 01 بيناي منطقة كوناتن سينغيني





## ABSTRAK

Robi sastra: Pengaruh Penggunaan Labor Bahasa Pada Kemampuan Siswa dalam Mengungkapkan Interpersonal Communication di Kelas Satu SMAN 01 Benai Kabupaten Kuantan Singingi

Penelitian ini adalah penelitian *pre-experiment*. Partisipan dalam penelitian ini yaitu 80 siswa yang dibagi ke dalam dua kelompok. Yaitu kelas X1 sebagai kelas *experiment* dan kelas X2 sebagai kelas *control*. Pada kelas *experiment* pengajaran *interpersonal communication* dilakukan dengan menggunakan labor bahasa, sedangkan kelas *control* pengajaran *interpersonal communication* dilakukan di dalam kelas. Teknik pengumpulan data yang digunakan pada penelitian ini yaitu observasi dan test, observasi bertujuan untuk mengumpulkan data tentang penggunaan labor bahasa sebagai variable X, sedangkan test digunakan untuk mengukur data tentang kemampuan siswa dalam mengungkapkan *interpersonal communication* sebagai variable Y. Dalam menganalisa data, rumus yang digunakan yaitu T-Test yang diolah menggunakan SPSS.

Dari hasil analisis data, peneliti menyimpulkan bahwa 1: terdapat pengaruh yang signifikan pada penggunaan labor bahasa terhadap kemampuan siswa dalam mengungkapkan *interpersonal communication*. Hasilnya dapat dilihat dari hasil T-test bahwa *hypothesis* yang kedua diterima, dengan keterangan sebagai berikut: T-table pada tingkatan 5% signifikan yaitu 2.02. sedangkan pada level significant 1% yaitu 2.72. berdasarkan jumlah diatas dapat disimpulkan bahwa  $t_0$  lebih besar dari t-table pada 5% dan 1% pada tingkatan significant. Bisa dilihat sebagai berikut ( $2.02 < 9.532 > 2.72$ ). Itu berarti ada pengaruh yang signifikan pada penggunaan labor bahasa terhadap kemampuan siswa dalam mengungkapkan *interpersonal communication* pada siswa kelas satu SMAN 01 Benai.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background**

In learning process we need media as mediator to transfer the knowledge to the students. Briggs (1970) in Arief Sudiman *et al* (2007) defines that media is equipment or tool which can transfer the knowledge or learning message to the students. Adapted and specially designed media can contribute enormously to effective instruction of all students and can help them achieve at their highest potential regardless of their innate abilities.

Language laboratory is a media used in learning that consists of many components like instructor consult, as main machine, which uses repeating language learning machine such as tape recorder, DVD player, video monitor, and headset for every student. Furthermore Warrer B. Roby (2009) defined that language laboratory is the use of equipment in foreign language classroom and that of computers and it is discipline specific equipment and unique use of education technology, the focus is something specialized audio installation. By using language laboratory, teacher can create various techniques of learning and teaching by using instructor consult, as main machine and computer.

Language laboratory plays in important role in language teaching. Its main object was to help students improve aural and oral skills. The main function of language laboratory, according to Antich et al (1988, p.175) in Cesar A. Navas

Brenes (2006) is to make individual practice and more effective. Another advantage of using language laboratory has to do with the possibility of having some feedback. The students can record the content and explanations given by teacher. Then, they can listen to their own production and focus on their mistakes. And the other hand language laboratory can improve language learning through provision of a venue for role playing and direct interactive to enhance speaking practice, and to help increase students self confidence.

In SMAN 01 Benai Language laboratory is used in English, especially for listening and speaking classroom. For speaking, usually after the material given in the classroom, then the material practiced in the language laboratory, teacher asked the students to practice it in the language laboratory.

Furthermore, SMA I Benai is one of the senior high schools in Kuantan Singingi regency. English is taught twice a week for four periods of class hour. Speaking is one of the English language skills which is taught and mastered by the students. But, some of the students are unable to express interpersonal communication. Some others are lazy to practice their speaking and shy to practice it as well. The disabilities can be caused by the students' ability, and also ineffective use of media in learning. There are many ways to improve the students' speaking ability; such as, conducting conversation in the classroom presented in a pair work or between two students by asking some students to come to front of class to tell their feelings, opinion, idea, etc. The other way to

improve English mastery is by conducting English classes outside the classroom and also using language laboratory in order to increase students' speaking ability. The way of studying in the language laboratory is that the students make a group into two or four students and then they practice among four or two friends, at that time teacher can listen to the activeness of the students toward language laboratory equipment. The other way is that the teacher chooses some students and asks them to speak related to the material. While in this research, each student in turn would introduce him/herself among his friends in the group.

Based on curriculum, basic competence for speaking is for the first semester, the students should be able to express the formal and informal transactional conversation, acceptable in daily life context accurately and fluently. The indicators to practice in speaking about the interpersonal communication are introduction, greeting, expressing happiness, asking for attention, accepting an invitation expression, and instruction expression.

In reality, teaching English using language laboratory is still effective and efficient as it is hoped, but on the other hand some symptoms happen and they are presented as follows:

1. Some students are unable to introduce themselves in front of the class.
2. Some students are not able to express introduction in interpersonal communication.

3. Some students are not able to practice introduction expression in every day conversation.
4. Some students are not able to use introduction expression in conversation maximally.
5. Some of the students still get difficulties in expressing introduction.

Based on the symptoms above, writer would like to present new ideas how to develop students' ability in expressing interpersonal communication by using language laboratory. The writer is interested in conducting a research entitled **“The Influence of Using Language Laboratory on Students' Speaking Ability in Expressing Interpersonal Communication”**

## **B. The Definition of the Term**

To avoid misunderstanding in comprehending this research topic, hence the writer gives definition of terms as follows:

### **1. Influence**

The effect that something has on the way person or behaves on the way that something works or develops. Hornby, (1999: 066).

Whereas, in this research, ‘influence’ refers to the effect of using language laboratory on the students' speaking ability in expression introduction.

## 2. Speaking

Come from the word 'Speak'. It means to talk to somebody else about something, to have a conversation with somebody (Hornby, 2000:1239).

In this research, speaking means the students' oral skill in applying English in interpersonal communication especially they will speak about introduction, including how to introduce them selves and how to introduce someone to someone else.

## 3. Ability

Ability is the power of understanding a matter that involves both mental and physical after they get some experience through learning. Learning refers to the ability of the students in speaking especially in interpersonal communication or conversation and also students' ability in expressing introduction in the language laboratory or in the classroom.

## 4. Language laboratory

According to Briggs (1970) in Arief Sudiman et al (2007) Language laboratory is a media of learning which requiring the implementation of well-constructed tasks based on the students' needs.

## 5. Interpersonal communication

Otong Setiawan (2007) defines that 'interpersonal communication' or functional skill that the ability in expressing language in speak act, to interact in pragmatic context, comprise to tell the situation, opinion or

idea, feeling. such as pleasure, agreement, introduction, permission, request etc. in this research, researcher focus on expressing introduction.

#### 6. Introduction expression

Introduction (noun), introduce (intransitive verb), is an expression envelop how to introduce our self and how to introduce the other person. Otong Setiawan (2007).

### **C. The Problems**

#### **1. The Identification of the Problem**

Based on the background above, it is known that many students are not able to speak English and many factors obstruct the students to do so. One of them is that unsuitable media in learning process. Therefore, the problems are identified as follows:

- a. Why are some students unable to introduce themselves in front of the class?
- b. What factors are makes the students unable to express introduction in interpersonal communication?
- c. Why are some students not able to practice introduction expression in daily conversation?
- d. Why are some students unable to use introduction expression maximally?

- e. What factors that make some students get difficulties in expressing introduction?

## **2. The Limitation of the Problem**

Based on the identification of the problem above, the writer needs to limit the problems on the influence of using audio lingual method in the language laboratory on students' speaking ability in expressing interpersonal communication especially in introduction expression.

## **3. The Formulation of the Problem**

Based on the limitation of the problems above, the writer formulated the problem as follows:

‘How is the influence of using audio lingual method in the language laboratory on the students' speaking ability in expressing interpersonal communication especially in introduction expression?’

## **D. The Reason of choosing the Title**

The writer chooses this title for a number of reasons, such as:

1. This topic is very important to be discussed because the writer wants to find out the influence of audio lingual method in the language laboratory in increasing students' speaking ability in expressing interpersonal communication.
2. This research title is relevant to the writer's educational background as a student of English education department.
3. As far as the writer's concerned, this title has not investigated by any other researchers yet.



4. The writer is able to carry out this research.

## **E. The Objective and Significance of the Research**

### **1. The Objective of the Research**

Based on formulation of the problem, the objective of the research can be seen as follows:

‘To identify the influence of audio lingual method in the language laboratory on the students’ speaking ability in expressing introduction expression’.

### **2. The Significance of the Research**

- a. To find out the influence of audio lingual method in the language laboratory on students’ speaking ability in expressing interpersonal communication.
- b. To enlarge and develop the writer’s insight and knowledge dealing with the research.
- c. To fulfill one of the partial requirements to finish the study at English Education of Faculty of Education and Teachers’ Training of UIN Suska Riau.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Framework**

##### **1. Ability and Related Concepts**

Ability is the quality or state being able to do something physically or mentally. Furthermore, Hornby says that students' ability is always associated with capacity of the students to accomplish a test or some tests given dealing with certain requirement.

Some concepts that related to ability are as follows:

a. Intelligence

For those who have high intelligence, they will have high ability in learning.

b. Interest

For those who study something that they do not interest, its will influence their ability to master the subject.

c. Motivation

The highest motivation that we have, the easier we learn.

d. Health

The bad health will decrease the ability in learning something. Rahmi, (2007:17).

According to Mc. Ashan (1981) in Senjaya (2005:5) states that ability is skill and capability that a person achieves, which become part of this or her being to the extent he or she can satisfactory perform particular cognitive, effective and psychomotor behaviors. In addition Gordon (1988) in Senjaya (2005:9) says there are some aspects that should be contained in ability:

- a. Knowledge
- b. Understanding
- c. Skill
- d. Value
- e. Attitudes
- f. Interest

Based on quotations above, the writer concludes that ability is the power of understanding a matter that involves both mental and physical after they get some experience through learning. Learning refers to the ability of the students in speaking especially in interpersonal communication or conversation and also students' ability in expressing introduction in the language laboratory or in the classroom.

## **2. Speaking Ability**

Speaking can give evidence of conveying ideas. Naturally, speaking is the active and productive skills. Oral communication is commonly performed in face to face and occurs as parts of the dialogue or forms of verbal exchange (Widdowson, 1987:57). In addition, Lado (1961:240) describes speaking

ability is the ability to express one self in live situation or the ability to converse, or to express a sequence of ideas fluently.

In this study, about speaking ability, the students should be able to express interpersonal communication. They will perform it in front of class or they will speak one each other about interpersonal communication especially in introduction expression.

### **3. The Definition of Language Laboratory**

Sudarsono Sudirdjo (2007) mentions that learning purposes will be reached by learning strategies, which is created by instructor such as, learning method, learning material, and also media of learning. This is proven by learning media used this correlates to the hope to students so that they can achieve learning purposes.

According to Briggs (1970) in Arief Sudiman et al (2007) Language laboratory is a media of learning which requiring the implementation of well-constructed tasks based on the students' needs. Media of learning is a kind of tool in order to reach a successful learning process. Language laboratory is a media that is used in teaching and learning process. There are two components in the language laboratory it is called software and hardware. Software is the message, information or material that is delivered by hardware so, hardware is the medium or tool that is used to show the material which is exist in the language laboratory.

Language laboratory consists of many components like instructor console, as main machine, which is occupied by repeater language learning machine: tape recorder, DVD player, video monitor, and headset for every student. By using laboratory, teacher can create variety of learning language programs by using audio cassette, video, or interactive CD. Warrer B. Roby (2009) define that language laboratory the use of equipment in foreign language classroom teaching and use of computers and it is a discipline specific equipment and unique use of educational technology, the focus is one specialized audio installation. In principle, a language laboratory system is a collection of tools that enable teacher to create students activities, assign students activities, evaluate the students progress and monitor the students. Additionally, a language laboratory system enables students to execute activities including speaking activities. Demystified's Language Laboratory (2008).

Language laboratory is the media that provide many tools and equipment such as, main machine as instructor console, computer, tape recorder and TV and headset for students, which can make the students more practice and more active. In this study the students will study and practice about interpersonal communication especially introduction expressing in the language laboratory by using its tool such as tape recorder, headset, and microphone.

In this study, researcher wants to know the influence of using audio lingual method which is applied in the language laboratory on the students' speaking ability in expressing interpersonal communication. The activity in the language laboratory that students listen to the talk from teacher and cassette about introduction expression which perform by teacher and also the recording from cassette.

#### **4. The Audio Lingual Method**

Audio Lingual method is a style of teaching used in teaching foreign languages it also like direct method. Diane Larsen-Freeman (1986) mentions that the audio-lingual method advised that students be taught a language directly. Applied to language instruction, and often within the context of the language laboratory, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output. Richards, J.C. et-al. (1986) state that Drills and pattern practice are typical of the Audio lingual method. These include:

- a. Repetition : where the student repeats an utterance as soon as he hears it
- b. Inflection : Where one word in a sentence appears in another form when repeated
- c. Replacement : Where one word is replaced by another
- d. Restatement : The student re-phrases an utterance

The use of audio lingual method in this research is the students are attentively listening to the cassette is presenting a dialog about interpersonal communication and than researcher asked whole students to repeat the dialog, they repeat several times before moving on the next sentence. Audio lingual method also provides substitution drills. The students are able to make various responds of the basic material. After that researcher give opportunity to the students to say the material individually.

##### **5. The use of language laboratory is as follows:**

- a. Listening class

In this class, listening learning is integrated with speaking, writing, and also reading. The purpose of this learning is that learner can hear, watch, observe, and understand how the native speakers use foreign language in different way. The purpose of this class is that learner can follow the model shown by native speaker.

b. The use of audio cassette.

The Instructor provides a cassette of interesting linguistic controlled short story with the duration about 40 until 130 second. In this way instructor can repeat the story until learner understand. Finally, students concentrate to retell the story which is presented by his language or first language.

c. The use of VCD or DVD player

Instructor presents the story twice by using VCD or DVD within 20 minute duration. At first show, learners have to understand or realize the story's float, and the second show learners have to pay attention to. In this way instructor can pause the certain speech until learner understand.

d. Dubbing

Instructor determines VCD with narration or simple conversation, the instructor shows the material to learner in many times, and by only showing pictures with low sound the instructor asks the students to retell what the dialogue is.

(<http://multimediasplasa.files.wordpress.com/2010/02/pengertian-lab-bahasa.pdf>)

While in this research researcher applied the use of audio cassette which contain an introduction expression. The researcher run the cassette for many times while the students listen to it, and that the student will



express an introduction expression based on the example from the cassette.

## 6. Speaking Activities in Language Laboratories

- a. *Repetition*: Students hear words, phrases and or sentences on the tape. In this stimulation, they repeat what they have heard, and the words, phrases or sentences, so they get instant feedback.
- b. *Drills*: it is related to the Audio Lingual Methodology. Language laboratories have often been used for substitution drills. The students are able to make various responds of the basic statements, as in the following example.

Q. What is your name?

A. My name is ..... (Susanto)

Q. Where do you live?

A. I live at ..... (100 Sudirman street)

Q. How old are you?

A. I am ..... (17 years old)

3. *Speaking*: Language laboratory can give students the opportunity for speaking (apart from repetition and drilling) in a number of ways, and in language laboratory, individual student can play and replay questions until he or she is sure what he or she is being asked.

4. *Pairing, double plugging, and telephoning*: students at different booths who are paired together can perform interaction in speaking activities. They can describe objects or people for others to identify.
5. *Parallel Speaking*: The students are encouraged to imitate the way the teacher says something, so at the same time as the teacher is speaking.

For the more in (<http://laboratoriumbahasa.co.id/fungsi-laboratorium-bahasa.html>) mention the use of language laboratory in speaking as follows:

- 1) *Pair Row and Pair Column*. Students do conversation with her/his friend in pair in one table or around.
- 2) *Fix Group*. Students divided into more groups and do conversation to his/her friend.
- 3) *Random Group*. Students in the group are chosen randomly and asked to speak.

While in this research researcher applied the use of audio lingual method that applied by drill and listen to the cassette which contain an introduction expression. The researcher run the cassette for many times while the students listen to it, and that the student will express an introduction expression based on the example from the cassette. And also in the hope that the students are able to make various responds related to the material.

## 7. The advantages of the Language Laboratory

The use of language laboratory has many advantages. Wilya M. Rivers (1970) refers. The positive aspect regarding the use of language laboratory as follows:

- a. The taped lesson provides an unchanging and unwearying model of native speech for the student to imitate.
- b. In language laboratory, each student can participate and practice as much as possible.
- c. The language laboratory makes oral-aural assessment easier, learner will not have to answer other people's answer.

Furthermore, Harmer mentions some advantages of language laboratory:

- a. Comparing: the double track allows comparing the way on saying things with the correct pronunciation on a source tape.
- b. Privacy: students can talk to each other (through their microphones). Since their headphones cocoon every student, they are guaranteed some privacy.
- c. Individual attention: when the teachers want to speak to individual students in laboratory they can do so from the console.
- d. Learner training: the language laboratory helps to train some students really to what they say and how they say it.

- e. Learner motivation: a worry about autonomy in general and self-access centers in particular, is that some students are better at working on their own than others.

According to Antic et al. (1988: 175) about the advantages of the language laboratory are to make the individual practice, effective, and increase the increase productivity of language teacher.

These advantages show up that language laboratory is very important in improving students' speaking ability.

## **8. The Definition of Interpersonal Communication**

Interpersonal communication or functional skill that the ability in expressing language in speak act, to interact in pragmatic context, comprise the situation, opinion, idea, feeling and etc. The other definition ([http://en.wikipedia.org/wiki/Interpersonal\\_communication](http://en.wikipedia.org/wiki/Interpersonal_communication).) is the contextual view one way of defining interpersonal communication is to compare it to other forms of communication. From this view, interpersonal communication is defined as communication that occurs between people who have known each other. In this research each students will have an ability to express interpersonal communication especially in introduction expression in the language laboratory that applied by using audio lingual method.

## 9. Interpersonal Communication activities

Students will learn to improve communication in one-on-one or small group situations. In this course, students will express or talk each other, especially introduction expression, including someone's name, address, date of birth, and so on.

## 10. Definition of Introduction

Introduction in interpersonal communication includes introducing ourselves and someone. Here are some examples of introduction expression and its responds according to Otong Setiawan (2007).

### a. Introducing ourselves

Let me introduce myself, I am . . .

Allow me to introduce myself. My name is . . .

I'd like to introduce myself. My name is . . . / I am . . .

### b. Introducing other person or someone.

Let me introduce you to . . .

I'd like to introduce you to . . .

I'd like you to meet . . .

This is . . . and this is . . .

## B. Relevant Research

Research about The Influence of Using Language Laboratory in Creasing Students' Speaking Ability in Expressing Interpersonal Communication has relationship with any research as follows:

1. In this research "The Influence of Applying Debate Session of Improving the Language Department Students' Speaking Proficiency at the Second Year of SMAN 3 Pekanbaru" by Bobby Febrianto. Shows that, there is significant influence and the percentage of influence of applying debate session on improving the language department students' speaking proficiency. Where  $t_o$  shows 10.68 at significant level 5% it shows 2.05 and the level 1% it shows 2.76. Thus, Null Hypothesis ( $H_o$ ) is denied and Alternative Hypothesis ( $H_a$ ) is accepted, in which shows  $2.05 < 10.68 > 2.76$ . then, the percentage of influence of applying debate session also shows quite improvement where it could help improve 18.5%.
2. In this research "the Effective of Group Work Technique in Increasing Students' Ability in Speaking English at Second Year Students of SMPN 1 Muara Lembu" written by Yunistira Prernanda. In her data shows that. The scores' ability in speaking English of the students whom taught by applying group work technique (Experiment Class) were higher than the scores' ability in speaking English of the students

whom do not taught by applying group work technique (Control Class)  
about 23.2 point.

### **C. Operational Concept**

In this research, there are two variables, they are X that refers to the use of audio lingual method in the language laboratory and Y refers to the students' speaking ability in expressing interpersonal communication.

“X” variable can be seen in following indicators:

1. Researcher runs the cassette by using tape recorder
2. Students listen to the example of introduction expression
3. The students repeat each line of the introduction expression.
4. Students express introduction expression through conversation in the group
5. Interaction between two students through microphone
6. The researcher conducts question and answer drills.

“Y” variable can be seen in following indicators:

1. Students are able to tell their name, include full name and nick name
2. Students are able to tell their address.
3. Students are able to tell their place and date of birth.
4. Students are able to tell the number of their family.
5. Students are able to tell their hobbies, ambition and etc.
6. Students are able to tell introduce their friends.

## **D. The Assumption and the Hypothesis**

### **1. The assumption of study**

Before formulating hypothesis as a answer to the problem, the researcher would like to present the assumption as follows:

- a. By using audio lingual method in the language laboratory, the students will have more ability to express their interpersonal communication especially in introduction expression.
- b. By using audio lingual method in the language laboratory, the student will have more confidence to show off their introduction expression.
- c. Each student has different ability in expressing introduction expression.

### **2. The hypothesis**

Ha: There is a significance influence of audio lingual method in the language laboratory on the students' speaking ability in expressing introduction expression.

Ho: There is no significance influence of audio lingual method in the language laboratory on the students' speaking ability in expressing introduction in the language laboratory



## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Design**

This research is Pre-experimental research. And the type of the research is the Statistic-Group Comparison. The Statistic-Group Comparison at least involves two groups, one receives a new, or experimental, treatment and other that receive a traditional, or control treatment. Both groups were tested. The study consisted two variables.

#### **B. Location and Time of the Research**

This research was conducted at SMA 1 Benai. Kuantan Singingi regency. This school is located on Desa Benai. The research was conducted from 8<sup>th</sup> November up to 18<sup>th</sup> January 2011.

#### **C. The Facility and the Infrastructure**

The facility and infrastructure are the supporting factors in teaching and learning process, it will be useful to achieve the educational goals. Teaching and learning process would be conductive enough for the teachers and students to obtain the aims of education designed in the curriculum. Besides, the facility, such as representative library provides relevant books.

**TABLE III.1**  
**Distribution of facilities and infrastructures**

N	The Equipment	Sum
1	Head Master Office	1
2	Teacher Rooms Office	1
3	TU	1
4	Classrooms	18
5	Physic Laboratory	1
7	Language Laboratory	1
8	Computer Laboratory	1
9	Social Science Laboratory	1
1	Library	1
1	Administration Room	1
1	Hall Room	1
1	Musalla	1
1	OSIS	1
1	Scout	1
1	PMR	1
2	UKS	1
2	Healthy Clinic	1
2	Canteen	2
2	Sport Field	4
2	Water Closed	5

**TABLE III.2**  
**THE USE OF LABORATORY PER WEEK**

Time Average in a week	Physic 1	Language 2	Computer 2	Social and science 1

**(Data Resources: SMAN 1 Benai 2010)**

#### **D. Subject and Object of the Study**

The subject of this research was the first year students of SMA 1 Benai, while the object of this research was the influence of audio lingual method in the language laboratory on the students' speaking ability in expressing introduction expression.

#### **E. Population and Sample**

The population of this research was all of the students at the first year students of SMA 1 Benai that consist of 6 classes, where, the samples were only two classes. The researcher chose class X1 and X2 as sample. Class X1 was functioned as experiment group where introduction expression was taught by using audio lingual method in the language laboratory, and the class X2 was functioned as control group where introduction expression taught in the classroom. Before doing the treatment, the researcher gave the pre-test to all of the samples. Pre-test was given in order to find out the students' ability in expressing introduction before doing the treatment. Pre-test was given orally.

According to (L.R. Guy and Peter) there are four basic random sampling techniques namely: Simple Random Sampling, Stratified Sampling, Cluster Sampling, and Systematic Sampling. In this study cluster sampling technique was used, in this procedure the sample was selected in the group that had similar characteristic. The class X1 was chosen as an experiment class while X2 as control class. They were homogenous and had similar

characteristic such as intelligent, taught by the same teacher and had the same materials and the same text book.

**TABLE III.4**  
**POPULATION OF THE RESEARCH**

<b>No</b>	<b>Class</b>	<b>Male student</b>	<b>Female student</b>	<b>Total</b>
1	X.1	11	29	40
2	X.2	9	31	40
3	X.3	24	16	40
4	X.4	23	19	42
5	X.5	20	20	40
6	X.6	23	17	40
<b>Total class X</b>		<b>110</b>	<b>133</b>	<b>243</b>

**TABLE III.5**  
**THE LIST OF SAMPLE OF THE RESEARCH**

<b>No</b>	<b>Class X1</b>	<b>No</b>	<b>Class X2</b>
1	Angga Andela	1	Afrina Wardayani
2	Arfi Nurjana	2	Bunga Soraya
3	Arifah Sarah Aini	3	Desy Indah
4	Bela Islamik	4	Dheyana Saputri
5	Destri Aswita	5	Dina Dwi Safitri
6	Dwi Sabta Elsa Nopita Sari	6	Dhita Amelia
7	Fatmawati	7	Dwi Pebri Pamela
8	Fifi Ria Noviyanti	8	Fili Yensi
9	Fika Ayunda Putri	9	Fitri Afrillia
10	Gema Raufani	10	Guswila
11	Helin Gayu Lestari	11	Helen Sonata
12	Ika Marisla	12	Irna Liza Muliana
13	Nirma Zetri	13	Lailatul Nurya
14	Neni Anggraini	14	Liska Arianti
15	Nova Alria Ulin Sari	15	Magfirah
16	Rahmawati Oktarita	16	Maya Yustika
17	Relin Desyita	17	Melinda Utari Sardi
18	Ria Andani	18	Micee Wirianti
19	Rika Wandari	19	Nelsa Desvi
20	Rika Yulianti	20	Nining Karlina
21	Safika Fitri	21	Noprrianti Sugita
22	Siti Aisyah	22	Nur Maya Pebrina
23	Surya Devi	23	Nurfadilla
24	Sitri Lestari	24	Putri Indah Sari
25	Titik Lestari	25	Putri Maululia
26	Wika Widianti	26	Rinda Hilda Maizon
27	Winda Lestari	27	Rinta Hermiya
28	Witi Yuliantika	28	Suryati Rani
29	Yesi Melinda	29	Vebella Mira Besta
30	Yuni Roslana	30	Yuni Desvalina
31	Apri Andika	31	Aldi Hardo
32	Ari Setiawan	32	Arbi Insani
33	Asakita Maga	33	Armen Arif
34	Fahrul Rozi	34	Despria Wengki
35	Hary Akbar	35	M. Sofyan
36	Imam Abdullah	36	Mahyudin
37	Jhon Aprizal	37	Maikelka Yukis
38	M. Hafiz Utama	38	Masjun Manjar P
39	Randi Eka Putra	39	Riska Tri Purnama
40	Wawan Gusrianto	40	Riski Firdaus

## **F. The Technique of Data Collection**

According to (L.R. Guy and Peter), there are three main methods of collecting data for a study: paper-and-pencil techniques, observation, and interviews. Paper-and-pencil methods are divided into two general categories they are selection and supply. In supply term there is performance assessments that emphasize student process such as, laboratory demonstration, debate, oral speech, of dramatic performances.

In order to get some data needed to support this research, the researcher uses technique of collecting data as follows:

### **1. Observation**

It was used to collect data about the use of audio lingual method in the language laboratory. The researcher had a list of observational items to be observed in experimental classroom during teaching and learning process. English teacher observed the writer in the language laboratory. Measuring the observation of students' speaking ability in expressing introduction in language laboratory done in experiment class, the researcher fixes the score as follow:

76% - 100% = Good

60% - 75% = Enough

0% - 59% = Less

### **2. Test**

To measure the data of the students' speaking ability in expressing introduction, the researcher used oral test. Oral test was done two times. They were in pre-test and post-test. To get the prove, the researcher used a mobile phone to record the students' voice.

According to Harris (1989) speaking test should consist of five components to be rated, namely: pronunciation, grammar, vocabulary, fluency and comprehension. The rating is as follows:

1. Pronunciation

**TABLE III.7**  
**PRONUNCIATION**

Score	Requirement
5	Has few traces of foreign accent.
4	Always intelligible, though one is conscious of definite accent.
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
1	Pronunciation problems so severe as to make speech virtually unintelligible.

## 2. Grammar

**TABLE III.8**  
**GRAMMAR**

Score	Requirement
5	Making few (if any) noticeable errors of grammar of word order.
4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
3	Making frequently errors of grammar and word-order which occasionally obscure meaning.
2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern.
1	Errors in grammar and word-order are so severe as to make speech virtually unintelligible.

## 3. Vocabulary

**TABLE III.9**  
**VOCABULARY**

Score	Requirement
5	Using of vocabulary and idioms is virtually that of a native speaker.
4	Sometimes using inappropriate term/or must rephrase ideas because of lexical inadequacies.
3	Frequently using the wrong words, conversation somewhat limited because of inadequate vocabulary.
2	Misusing of words and very limited vocabulary which make comprehension quite difficult.
1	Vocabulary limitation is so extreme as to make conversation virtually impossible.



## 4. Fluency

**TABLE III.10**  
**FLUENCY**

Score	Requirement
5	Speech as fluent and effortless as that of a native speaker.
4	Speed of speech seems to be slightly affected by language problems.
3	Speed and fluency are as rather strongly affected by language problems.
2	Usually hesitant; often forced into silence by language limitations.
1	Speech is so halting and fragmentary as to make conversation virtually impossible.

## 5. Comprehension

**TABLE III.11**  
**COMPREHENSION**

Score	Requirement
5	Appear to understand every without difficulty.
4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
3	Understand most of what is said at slower-than-normal speed with repetitions.
2	Have great difficult following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
1	Cannot be said to understand even simple conversation English.

**TABLE III.12**  
**CATEGORY AND SCORE OF SPEAKING**

Category	Score
5	17 – 20
4	13 – 16
3	9 – 12
2	5 – 8
1	1 – 4

To collect the data, speaking result was evaluated by concerning five components and each component has score of level. Each component has 20, the highest score and the total of the components is 100.

#### **G. The Technique of Data Analysis**

This research is a pre-experimental research. In this case, there are two classes. To analysis the data, the researcher uses independent sample t-test. It happens because this research compares two groups (experimental and control group) with the different technique in teaching and learning process. In experimental group, introduction expression taught by using audio lingual method in the language laboratory. However in control group, introduction expression is taught in the classroom, the researcher uses a statistical analysis to analyze the data in order to know the result whether or not there is any statistically significant difference of using audio lingual method in the language laboratory and without use it. In analyzing the data, the writer used scores of the pre-test and post test of the experiment and control group. These score were analyzed by using statistical analyzed. The different mean was analyzed by using Paired-sample T-test SPSS.

The formula in the final step follows the basic format of:

$$\text{Test value} = \frac{(\text{observe value}) - (\text{expected value})}{\text{Standard error}}$$

Where, the observe value was the mean of the differences. The expected value was  $\mu d = 0$ . The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distribute, Bluman (2004: 466).

The t-table is employed to see whether there is a statistically significant different between the mean score of both experiment and control group. The T-obtained value will be consulted with the value of t-table as a degree of freedom.

$$df = N - 1$$

Statistically hypothesis:

$$H_o = t_o < t_{\text{table}}$$

$$H_a = t_o > t_{\text{table}}$$

Criteria of hypothesis:

1.  $H_o$  is an accepted if  $t_o < t_{\text{table}}$ . It can be said that there is no significant difference in expressing introduction between the students taught by using audio lingual method in the language laboratory and the students taught without language laboratory.
2.  $H_a$  is accepted if  $t_o > t_{\text{table}}$ . It can be said that there is significant difference in expressing introduction between the students taught by

using audio lingual method in the language laboratory and without using language laboratory.

#### H. The Technique of Data Analysis by SPSS 16.0

The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file and copy it to SPSS window in data interview.
2. From the tab menu of SPSS, click *Analyze* → *Descriptive Statistics* → *Frequency*.
3. From the menu click your variable, and press the narrow button.
4. From the analysis setting, click *Statistics*, that will be shown *Frequencies Statistic*, it is consisted of four analysis group:
  - a. *Percentile Values*, click *Quartiles* and *Percentiles* (s)
  - b. *Central Tendency*, click *Mean*, *Mode*, and *sum*
  - c. *Dispersion*, click *Std. deviation*, *Variance*, *Range*, *Minimum*, *Maximum*, and *S.E. Mean*.
  - d. *Distributions*, click *Skewness* and *Kurtosis*, and than click *continue*.
5. From the *Charts* analysis setting, click *Histogram* with *normal curve*, and click *continue*.

6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click *continue*.

## **I. The Research Procedure**

In teaching introduction by using audio lingual method in the language laboratory, researcher used the procedures as follows:

1. The researcher activities
  - a. The pretest activities
    1. The researcher greeted the students.
    2. The researcher explained what is going to do.
    3. The researcher begun testing the students.
  - b. The treatment activities
    1. The researcher greeted the students specially so called as warming up.
    2. The researcher introduced the material
    3. The researcher assigned the students to introduced him/her self
  - c. The posttest activities
    1. The researcher greeted the students
    2. The researcher directly administrated the posttest
    3. The researcher ended the research program

2. The students' activities
  - a. The pretest activities
    1. The students responded the researcher's greeting
    2. The students answered the question asked by researcher
  - b. The treatment activities
    1. The students responded the researcher's activities
    2. The students listened to the researcher explanation
    3. The students did the activities assign by the researcher
    4. The students practice introduction expression
  - c. The posttest activities
    1. The students prepared to introduce their selves
    2. The students introduce their friend
3. The teacher activities
  - a. The pretest activities
    1. The English teacher greeted the students
    2. The English teacher introduced the researcher to the students
    3. The English teacher pleased the researcher to test the students
  - b. The treatment activities
    1. The English teacher kept and controlled the students
  - c. The posttest activities
    1. The English teacher kept and controlled the students

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Data Presentation**

##### **1. Description of the Data**

The aims of this research is to obtain the statistically significant different in expressing interpersonal communication between the students taught by using audio lingual method in the language laboratory and the students taught without language laboratory. The data of this researcher were the data from language laboratory observation; and the scores of the students' pre-test and post-test.

Because the population is very big, so the researcher asked the English teachers about all of the population's grade in English subject that had no different score significantly. Here, the X1 and X2 were chosen. After the researcher gave them pre-test, he applied language laboratory activities in the experiment class and observed the language laboratory activities.

In term of speaking test (pre-test and post-test), the students were asked to express their introduction expression and introducing his/her friend.

## **2. Data Presentation**

### **2.1 Data from language laboratory activities**

In order to present the data about language laboratory activities used by the researcher in teaching and learning process in experiment group, so the researcher presented it in the table regarding the frequently distribution of each observation. The researcher did six observations to experiment group about the use of audio lingual method in the language laboratory. To make it clear the data can be seen in the table below:



**THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN  
THE LANGUAGE LABORATORY**

Day/Date : Wednesday 10 November 2010

Observation : I

Class : Experiment Class

**TABLE IV.I  
OBSREVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	√	
3	Students listen to the cassette about the example of introduction expression	√	
4	The students repeat each line of the introduction expression for several times	√	
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone		√
7	Interaction between researcher and students or vice versa through microphone	√	
8	Interaction among four students through microphone		√
9	The researcher conducts question and answer drills.	√	

## THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN THE LANGUAGE LABORATORY

Day/Date : Saturday 20 November 2010

Observation : II

Class : Experiment Class

**TABLE IV.2  
OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	√	
3	Students listen to the cassette about the example of introduction expression	√	
4	The students repeat each line of the introduction expression for several times	√	
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone	√	
7	Interaction between researcher and students or vice versa through microphone		√
8	Interaction among four students through microphone		√
9	The researcher conducts question and answer drills.	√	

**THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN  
THE LANGUAGE LABORATORY**

Day/Date : Wednesday 24 November 2010

Observation : III

Class : Experiment Class

**TABLE IV.3  
OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	√	
3	Students listen to the cassette about the example of introduction expression		√
4	The students repeat each line of the introduction expression for several times		√
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone	√	
7	Interaction between researcher and students or vice versa through microphone	√	
8	Interaction among four students through microphone	√	
9	The researcher conducts question and answer drills.	√	

**THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN  
THE LANGUAGE LABORATORY**

Day/Date : Wednesday 1 December 2010

Observation : IV

Class : Experiment Class

**TABLE IV.4  
OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	√	
3	Students listen to the cassette about the example of introduction expression		√
4	The students repeat each line of the introduction expression for several times		√
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone	√	
7	Interaction between researcher and students or vice versa through microphone	√	
8	Interaction among four students through microphone	√	
9	The researcher conducts question and answer drills.	√	

**THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN  
THE LANGUAGE LABORATORY**

Day/Date : Wednesday 8 December 2010

Observation : V

Class : Experiment Class

**TABLE IV.5  
OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	√	
3	Students listen to the cassette about the example of introduction expression		√
4	The students repeat each line of the introduction expression for several times		√
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone	√	
7	Interaction between researcher and students or vice versa through microphone	√	
8	Interaction among four students through microphone	√	
9	The researcher conducts question and answer drills.	√	

**THE OBSERVATION OF THE USE OF AUDIO LINGUAL METHOD IN  
THE LANGUAGE LABORATORY**

Day/Date : Wednesday 15 December 2010

Observation : VI

Class : Experiment Class

**TABLE I. 6  
OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	√	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression		√
3	Students listen to the cassette about the example of introduction expression	√	
4	The students repeat each line of the introduction expression for several times	√	
5	Students express introduction expression through conversation in the group	√	
6	Interaction between two students through microphone	√	
7	Interaction between researcher and students or vice versa through microphone	√	
8	Interaction among four students through microphone	√	
9	The researcher conducts question and answer drills.	√	

**TABLE**  
**THE OBSERVATION RECAPITULATION OF THE USE OF AUDIO**  
**LINGUAL METHOD IN THE LANGUAGE LABORATORY**

**TABLE IV.7**  
**RECAPITULATION OF OBSERVATION**

No	Subject Indicators	Categories	
		Yes	No
1.	Researcher introduces the material in front of language laboratory orally	6	
2	Researcher runs the cassette by using tape recorder to show the example of introduction expression	3	3
3	Students listen to the cassette about the example of introduction expression	3	3
4	The students repeat each line of the introduction expression for several times	3	3
5	Students express introduction expression through conversation in the group	6	
6	Interaction between two students through microphone	5	1
7	Interaction between researcher and students or vice versa through microphone	5	1
8	Interaction among four students through microphone	4	2
9	The researcher conducts question and answer drills.	6	
	Total	43	11
	Percentage	80%	20%

The table above shows the result of observation of the use of language laboratory activities indicates in the number of the answer “YES” is 43 for the answer “NO” IS 11.

The following of percentage of the result of observation:

$$\text{YES} : \frac{43}{54} \times 100\% = 80\%$$

$$\text{NO} : \frac{11}{54} \times 100\% = 20\%$$

From the table above, it can be seen that the researcher did language laboratory activities in the experiment class. For the some indicators that were not done by the researcher when he taught introduction expression because he assumed that they not so important in that time.

## 2.2 Data from the test

The data of this research were gotten from the score of the students' pre-test and post-test. The data were collected through the following procedures:

- 1) Both classes were asked to express their introduction expression the students can develop their introduction expression based on their ability. The categories of introduction expression that they should express are the name, nick name, address, parents' occupation, and members of family, hobby and their ambition.
- 2) The expressions were recorded by Mobile Phone
- 3) The researcher evaluated sentences of the students' introduction expression. Then, the researcher put the score for five speaking



components Harris (1969) they are pronunciation, grammatical, fluency and comprehension.

- 4) To measure the two component above, researcher use rater (Donna M. Jhonson), states:

“Experimental design requirements so constrain the researcher’s role in certain ways. Specially, the researcher’s participation in procedure such as observing, testing and rating”.

## **B. Data Analysis**

### **1. Data From the Language Laboratory observation**

In order to find out the data category of using audio lingual method in the language laboratory, the researcher classifies them into the following percentage.

76% - 100% : Good

60% - 75% : Enough

0% - 59% : Less

To get the percentage, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of Score

N = The Total of Score

To know the uses of language laboratory activities can be seen in the table below:

**TABLE IV.8**  
**OBSERVATION PERCENTAGE RECAPITULATION OF USING**  
**LANGUAGE LABORATORY ACTIVITIES**

No	Result of Observation	F	P
1	YES	43	80%
2	NO	11	20%
Total		54	100%

Based on the recapitulation above, the researcher can conclude that the use of audio lingual method in the language laboratory in teaching and learning process in the experiment class can be categorized “GOOD” with the percentage is 80%. Based on the statement, it shows that the researcher and also as teacher in teaching English at that time has applied language laboratory activities in the experiment class. To strengthen this data, the researcher uses test to find out the statistically significant difference on the students’ speaking ability in expressing interpersonal communication especially introduction expression between the students taught by using audio lingual method in the language laboratory and the students taught without using language laboratory activities.

## **2. Data From the Test**

The data are about statistical result about the audio lingual method activities in the language laboratory on the students' speaking ability in expressing interpersonal communication especially introduction expression.

The data were obtained from the research by using SPSS (16.0). The result of the test from the control and experiment group can be seen in the following table:

**TABLE IV.9**  
**THE RESULT OF PRE-TEST AND POST-TEST CONTROL AND**  
**EXPERIMENTAL GROUP**

NO	Students	CONTROL CLASS		EXPERIMENTAL CLASS	
		PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1	Student 1	46	40	44	64
2	Student 2	46	48	44	64
3	Student 3	40	44	40	64
4	Student 4	42	48	50	58
5	Student 5	44	46	44	68
6	Student 6	42	40	50	58
7	Student 7	44	44	44	54
8	Student 8	42	44	48	46
9	Student 9	48	46	40	46
10	Student 10	56	52	40	50
11	Student 11	44	48	42	58
12	Student 12	46	48	40	52
13	Student 13	50	54	40	50
14	Student 14	48	52	44	52
15	Student 15	40	44	62	60
16	Student 16	50	56	52	64
17	Student 17	56	58	60	62
18	Student 18	56	52	60	68
19	Student 19	58	52	56	70
20	Student 20	48	48	48	54
21	Student 21	44	46	44	56
22	Student 22	46	50	44	50
23	Student 23	40	42	42	56
24	Student 24	48	52	46	58
25	Student 25	46	46	50	54
26	Student 26	46	48	62	58
27	Student 27	48	50	58	60
28	Student 28	50	52	48	62
29	Student 29	50	50	50	62
30	Student 30	46	52	42	62
31	Student 31	44	44	44	60
32	Student 32	42	44	52	64
33	Student 33	40	48	54	64
34	Student 34	46	42	50	62
35	Student 35	42	44	46	54
36	Student 36	48	48	44	56
37	Student 37	48	52	44	52
38	Student 38	52	46	42	52
39	Student 39	44	46	46	50
40	Student 40	44	46	44	44
Total		1860	1912	1900	2298

From the table above, the writer found that the total score of pre test in control class is 1860 while the highest is 58 and the lowest is 40. The total score of post test in control class is 1912 while the highest is 54 and the lowest is 40. The total score of pre-test in experimental class is 1900 while the highest is 62 and the lowest is 40. The total score of post-test in experiment class is 2298 while the highest is 68 and the lowest is 44. The score was given by the raters. Each score is gotten from score that given by rater 1,2,3, and 4. The total scores were divided two. For example:

Student 1: the rater 1 gave score 64 and rater 2 gave 58. The total is  $114:2= 52$ . So the score of student 1 is 62.

**TABLE IV.10**  
**THE FREQUENCY DISTRIBUTION OF INTRODUCTION**  
**EXPRESSION IN CONTROL GROUP**  
**Before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	4	10.0	10.0	10.0
	42	5	12.5	12.5	22.5
	44	7	17.5	17.5	40.0
	46	8	20.0	20.0	60.0
	48	7	17.5	17.5	77.5
	50	4	10.0	10.0	87.5
	52	1	2.5	2.5	90.0
	56	3	7.5	7.5	97.5
	58	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

From the table .IV.10.about the frequency distribution of control before shows the output from 40 respondents, the valid percent at interval 40 was 10.0%, at interval

42 was 12.5%, at interval 44 was 17.5%, at interval 46 was 20.0%, at interval 48 was 17.5%, at interval 50 was 10.0% , at interval 52 was 2.5%, at interval 56 was 7.5%, at interval 58 was 2.5%.

**TABLE IV.11**  
**THE FREQUENCY DISTRIBUTION OF INTRODUCTION**  
**EXPRESSION IN CONTROL GROUP**  
**After**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	5.0	5.0	5.0
	42	2	5.0	5.0	10.0
	44	7	17.5	17.5	27.5
	46	7	17.5	17.5	45.0
	48	8	20.0	20.0	65.0
	50	3	7.5	7.5	72.5
	52	8	20.0	20.0	92.5
	54	1	2.5	2.5	95.0
	56	1	2.5	2.5	97.5
	58	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

From the table .IV.11 about the frequency distribution of control before shows the output from 40 respondents, the valid percent at interval 40 was 5.0%, at interval 42 was 5.0%, at interval 44 was 17.5%, at interval 46 was 17.5%, at interval 48 was 20.0%, at interval 50 was 7.5% , at interval 52 was 20.0%, at interval 54 was 2.5%, at interval 56 was 2.5%, at interval 58 was 2.5%.

**TABLE IV. 12**  
**THE FREQUENCY DISTRIBUTION OF INTRODUCTION**  
**EXPRESSION IN EXPERIMENT GROUP**  
**Before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	5	12.5	12.5	12.5
	42	4	10.0	10.0	22.5
	44	11	27.5	27.5	50.0
	46	3	7.5	7.5	57.5
	48	3	7.5	7.5	65.0
	50	5	12.5	12.5	77.5
	52	2	5.0	5.0	82.5
	54	1	2.5	2.5	85.0
	56	1	2.5	2.5	87.5
	58	1	2.5	2.5	90.0
	60	2	5.0	5.0	95.0
	62	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

From the table IV.12. about the frequency distribution of experimental before shows the output from 40 respondents, the valid percent at interval 40 was 12.5%, at interval 42 was 10.0%, at interval 44 was 27.5%, at interval 46 was 7.5%, at interval 48 was 7.5%, at interval 50 was 12.5%, at interval 52 was 5.0%, at interval 54 was 2.5%, at interval 56 was 2.5%, at interval 58 was 2.5%, at interval 60 was 5.0%, at interval 62 was 5.0%.

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**TABLE IV.13**  
**THE FREQUENCY DISTRIBUTION OF INTRODUCTION**  
**EXPRESSION IN EXPERIMENT GROUP**  
**After**

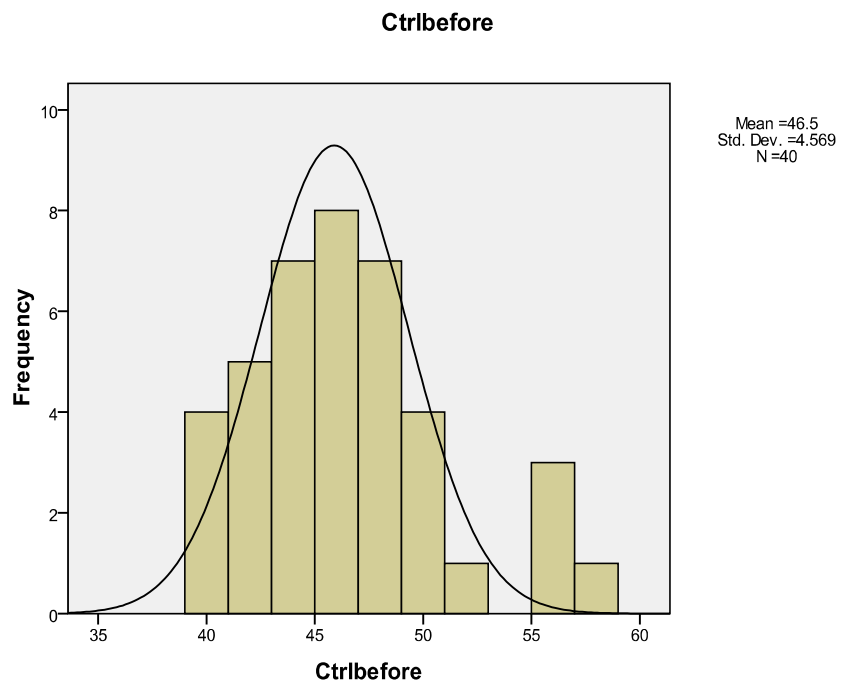
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.5	2.5	2.5
	46	2	5.0	5.0	7.5
	50	4	10.0	10.0	17.5
	52	4	10.0	10.0	27.5
	54	4	10.0	10.0	37.5
	56	3	7.5	7.5	45.0
	58	5	12.5	12.5	57.5
	60	3	7.5	7.5	65.0
	62	5	12.5	12.5	77.5
	64	6	15.0	15.0	92.5
	68	2	5.0	5.0	97.5
	70	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

From the table IV.13. about the frequency distribution of experimental after shows the output from 40 respondents, the valid percent at interval 44 was 2.5%, at interval 46 was 5.0%, at interval 50 was 10.5%, at interval 52 was 10.0%, at interval 54 was 10.0%, at interval 56 was 7.5%, at interval 58 was 12.5%, at interval 60 was 7.5%, at interval 62 was 12.5%, at interval 64 was 15.0%, at interval 68 was 5.0%, at interval 70 was 2.5%.

To know more about result of introduction expression in control and experimental group, the writer gives the following histogram:

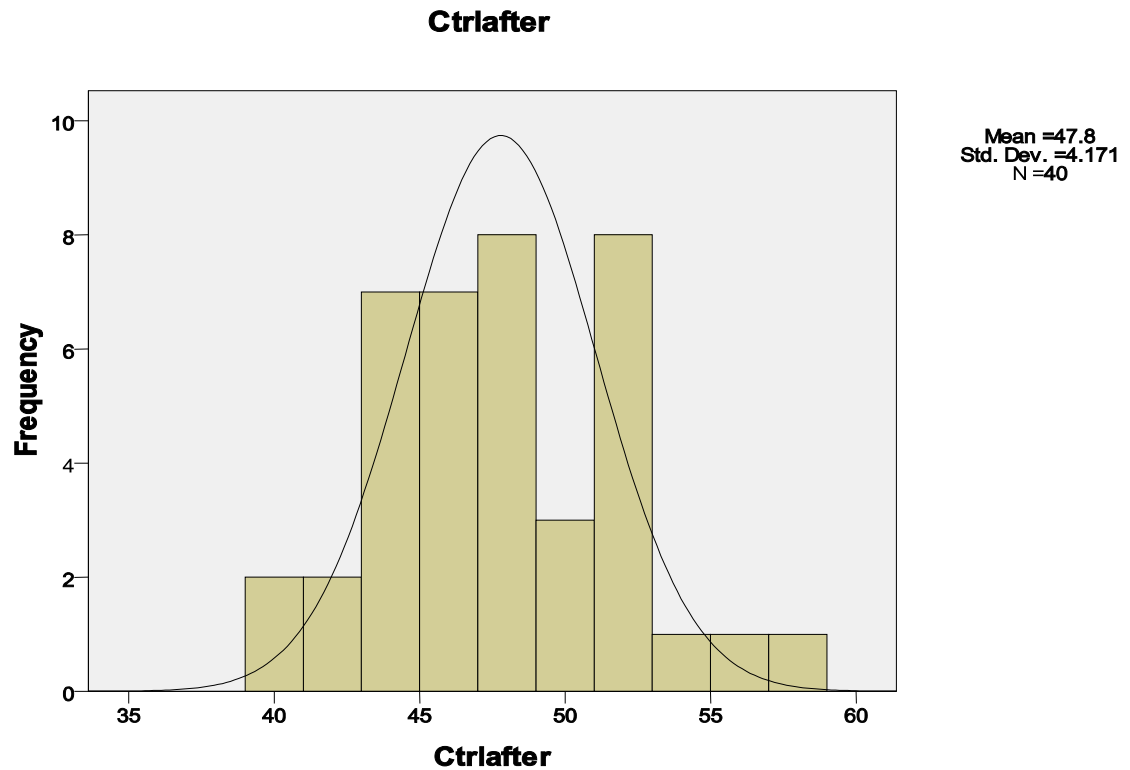


**HISTOGRAM IV.1**  
**HISTOGRAM OF CONTROL GROUP**



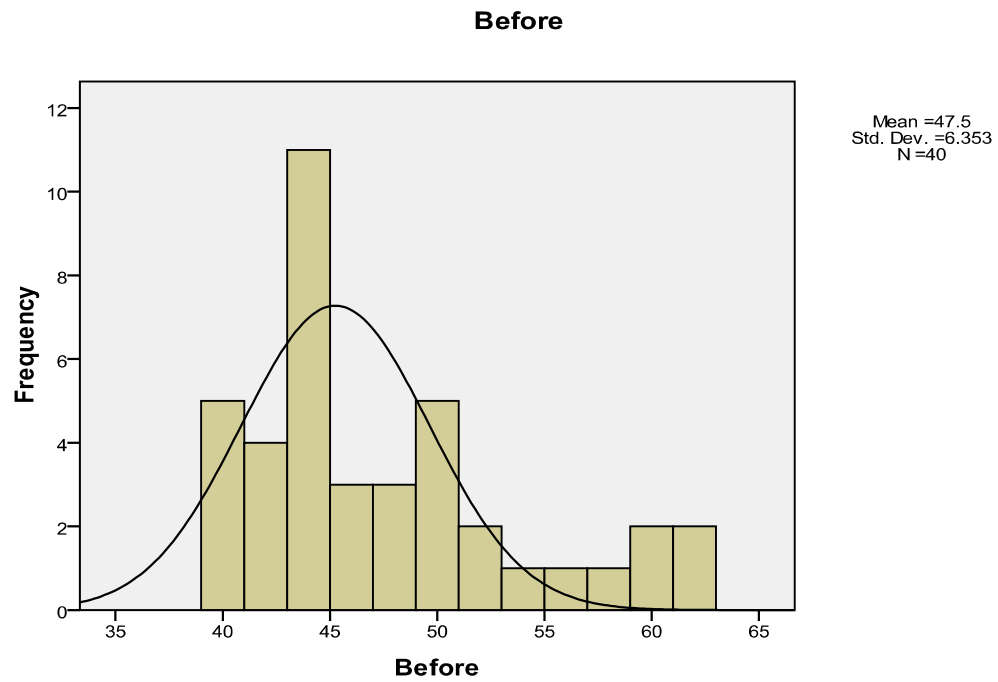
## HISTOGRAM IV.2

### HISTOGRAM OF CONTROL GROUP

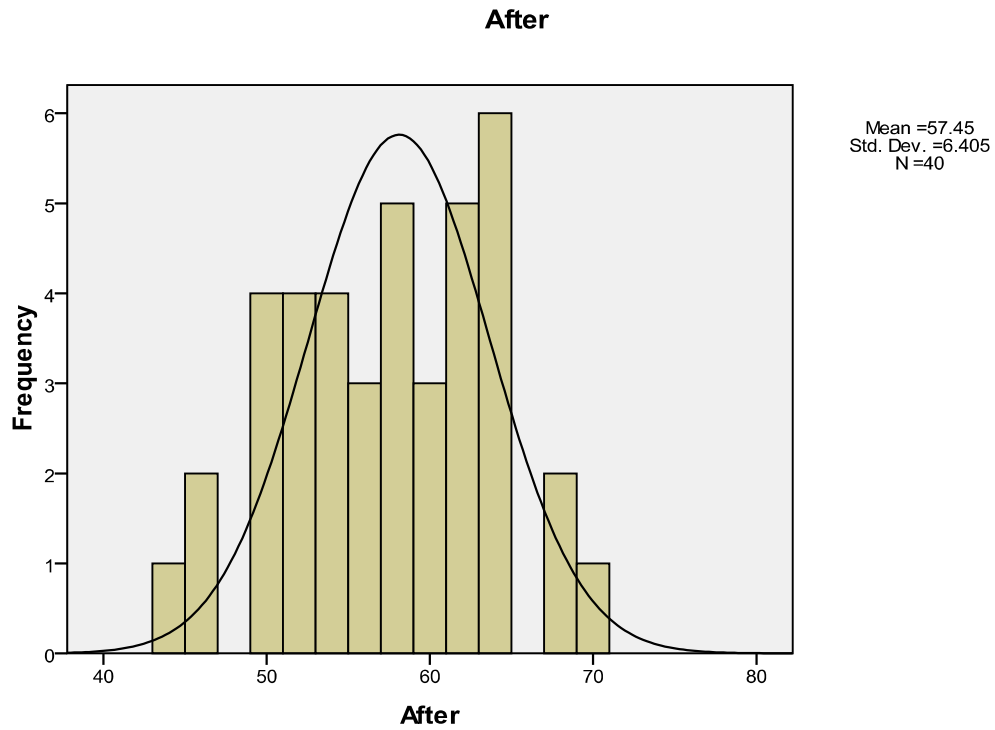


Based on histogram above, in control group after, had mean was 47.8 and standard deviation was 4.171 When we compare with control before, mean was 46.5 and standard deviation was 4.569 It means that the control after is better than before.

**HISTOGRAM IV.3**  
**HISTOGRAM OF EXPERIMENT GROUP**



### HISTOGRAM IV.4 HISTOGRAM OF EXPERIMENT GROUP



Based on histogram above, the mean score of experimental group after having treatment was 57.45 and standard deviation was 6.405. If we compare with before treatment score was mean 47.5 and standard deviation was 6.353. It means that the experimental after is better than before.

**TABLE IV.14**  
**THE RESULT OF THE TEST FROM THE CONTROL AND**  
**EXPERIMENT GROUP**

		Control before	Control after	Experi ment Before	Experi ment After
N	Valid	40	40	40	40
	Missing	0	0	0	0
Mean		46.50	47.80	47.50	57.45
Std. Error of Mean		.722	.659	1.004	1.013
Median		46.00	48.00	45.00	58.00
Mode		46	48 <sup>a</sup>	44	64
Std. Deviation		4.569	4.171	6.353	6.405
Variance		20.872	17.395	40.359	41.023
Skewness		.790	.265	.953	-.142
Std. Error of Skewness		.374	.374	.374	.374
Kurtosis		.389	-.223	.033	-.643
Std. Error of Kurtosis		.733	.733	.733	.733
Range		18	18	22	26
Minimum		40	40	40	44
Maximum		58	58	62	70
Sum		1860	1912	1900	2298
Percent iles	25	44.00	44.00	44.00	52.00
	50	46.00	48.00	45.00	58.00
	75	48.00	52.00	50.00	62.00

Based on the table above, we can see that mean score of experimental group after having treatment was 57.45 and standard deviation is 6.40 if we compare with before treatment score was mean 47.50 and standard deviation was 6.353 there was 9.95 the increase the experiment group after having treatment. It means that the experimental after is better than before.

In control group after, had mean was 47.80 and standard deviation was 4.171 When we compare with control before, mean was 46.50 and standard deviation was 4.569 It means that the control after is better than before.

### **Validity of the Test**

Every test should be valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Knowing that can be aced unity (1.0), it then becomes theoretical upper limit of the validity coefficient than it is (1.0). it mean that the test is valid.

Heaton (1988: 159) said, “The validity of the test is the extent to which it measures what it is supposed to measure and nothing else.” There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

A test is said to be valid to the extent that it measures what it is supposed to measure. Any given test then may be valid for some purposes, but not for others. The matter of concern in testing is to ensure that any test employed is valid for the purpose for which it is administered. For most empirical kinds of validity, reliability is necessary but not sufficient condition for validity to be present. Stated in another way, it is possible for a test to be reliable without being

valid for a specified purpose, out it is not possible for a test to be valid without first being reliable.

## **Reliability**

A test must first be reliable, as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton (1988: 162) explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability.

We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in scores obtained from the test.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha.

The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.



**TABLE IV.15**  
**REALIABILITY STATISTICS**

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.634	.634	10

<b>Scale Statistics</b>			
Mean	Variance	Std. Deviation	N of Items
104.95	119.177	10.917	10

i. The reliability of Test

Number items	10
Mean	104.95
Standard deviation	10.917
Cronbach's Alpha	0.634

The score obtained compare to  $r$  table of product moment that the degree of freedom is 80 " $r$ " product moment at level 5% is 0.217 and 1% is 0.283. The

score obtained of Cronbach's Alpha was 0.634 higher than  $r$  table whether 5% and 1% ( $0.217 \leq 0.634 \leq 0.283$ ). It means that the test was reliable. See Appendix

### Paired Sample t-test

When the samples are dependent, a special t test for dependent mean is used. This test employs the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \text{Two-tailed...left-tailed...right-tailed} \\ \hline H_0 : \mu_D = 0, \dots, H_0 : \mu_D \geq 0, \dots, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0, \dots, H_1 : \mu_D < 0, \dots, H_1 : \mu_D > 0 \end{array}$$

Where  $\mu_D$  is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value  $\mu_D$  is zero if the hypothesis is  $\mu_D = 0$ . the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically

**TABLE IV.16**  
**THE DATA FROM PAIRED SAMPLE T-TEST**  
**CONTROL GROUP**

### T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Ctrlbefore	46.5000	40	4.56857	.72235
	Ctrlafter	47.8000	40	4.17072	.65945

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Ctrlbefore & Ctrlafter	40	.700	.000

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control before and after	-1.30000	3.40588	.53852	-2.38925	-.21075	-2.414	40	.021

### Analysis out put SPSS 16.0

1. *Out put Paired Samples Statistics* on control group shows mean before 46.50, and after 47.80, while N of two samples are 40. The Standard of Deviation before are showed 4.568, and after are showed 4.170. The Mean standard error before are showed 722, and after are showed .659.

2. *Out put Paired Samples Correlation* on experimental group shows correlation between before and after, where correlation obtained are 700 and samples significant are .000. The probability assumption are:

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

So, because samples significant 000. Was smaller than 0.05. Its mean the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* shows analysis result by using t test. Where t test compare between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of  $t_0$  was 2.414 higher then t table whether 5% and 1% ( $2.12 < 2.414 > 2.72$ ). It means that the null hypothesis cannot be accepted.

The score above shows that the alternative hypothesis can be accepted and it means there is significance influence of using traditional class on students' speaking ability in expressing interpersonal communication at the first year students of SMAN 01 Benai.

**TABLE IV.17**  
**THE DATA FROM PAIRED SAMPLE T-TEST**  
**EXPERIMENT GROUP**

### T-Test

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment Before	47.50	40	6.353	1.004
	Experiment After	57.45	40	6.405	1.013

<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Experiment Before & After	40	.464	.003

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment Before – After	-9.950	6.602	1.044	-12.061	-7.839	-9.532	40	.000

### Analysis out put SPSS 16.0

1. *Out put Paired Samples Statistics* on experimental group shows mean before 47.50, and after 57.45, while N of two samples are 40. The Standard of Deviation before are showed 6.353, and after are showed 6.405. The Mean standard error before are showed 1.004, and after are showed 1.013.
2. *Out put Paired Samples Correlation* on experimental group shows correlation between before and after, where correlation obtained are 0.464 and samples significant are .003. The probability assumption are:
  - a. If the probability  $> 0.05$  the null hypothesis can be accepted.
  - b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

So, because samples significant 0.03 smaller than 0.05. Its mean the null hypothesis cannot be accepted.
3. *Output Paired Sample T Test* shows analysis result by using t test. Where t test compare between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of  $t_0$  was 9.532 higher then t table whether 5% and 1% ( $2.02 < 9.532 > 2.72$ ). It means that the null hypothesis cannot be accepted. The probability assumption are:
  - b. If the probability  $> 0.05$  the null hypothesis can be accepted.
  - c. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is.  $< \alpha(0.00 < 0.05)$   $H_o$  cannot be accepted and  $H_a$  can be accepted. From the data above the use of audio lingual method in the language laboratory got difference toward students' speaking ability in expressing interpersonal communication especially in introduction expression. Hartono (2008: 151-152).

After calculating the degree of freedom above, we know that the degree of freedom is 40. The t-table at 5% grade of significant is 2.02; while in the level of significant 1% are 2.72. So the writer can conclude that  $t_0$  is higher than t-table 5% and 1%. It can be read that  $(2.02 < 9.532 > 2.72)$ .

The score above shows that alternative hypothesis can be accepted and it means there is significance influence of using audio lingual method in the language laboratory on students' speaking ability in expressing interpersonal communication at the first year of SMAN 01 Benai.



**TABLE. IV.18**  
**THE INCREASE OF STUDENTS' SPEAKING ABILITY IN EXPERIMENT**  
**AND CONTROL GROUP**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.00	40	4.218	.667
	Posttest	52.40	40	4.390	.694

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-5.400	4.081	.645	-6.705	-4.095	-8.368	40	.000

### Analysis out put SPSS 16.0

1. *Out put Paired Samples Statistics* on pretest and pretest combine from experiment and control group shows mean was 47.00 and posttest was 52.40. while N of two samples are 40. The Standard of Deviation of pretest are showed 4.218. And posttest is showed 4.390. The Mean standard error pretest is showed 667. And posttest is showed .694.
2. *Output Paired Sample T Test* shows analysis result by using t test. Where t test compare between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of

$t_0$  was 8.368 higher than  $t$  table whether 5% and 1% ( $2.12 < 8.368 > 2.72$ ). It means that the null hypothesis cannot be accepted.

From the result above it can be concluded that using audio lingual method in the language laboratory can increase students' speaking ability in expressing introduction in SMAN 01 Benai. It means that there is significant influence of using audio lingual method in the language laboratory on students' speaking ability in expressing interpersonal communication at SMAN 01 Benai Kuantan Singingi Regency.

## **CHAPTER V**

### **THE CONCLUSION AND THE SUGGESTION**

After having the research, it seems very important to the writer to make conclusion and give suggestions for the students and teacher.

#### **A. The Conclusion**

Language laboratory plays in important role in teaching and learning English. In this study the use of audio lingual method in the language laboratory is good. It can be seen in the observation of language laboratory activities.

Based on the data analysis, the writer concludes that the second hypothesis is accepted because T-table at the 5% grade of significance refers to 2.02. While in the level of significance 1% is 2.72. Therefore, it can be analyzed that  $t_o$  is higher than t table in either at 5% or 1% grade of significance. It can be read that  $(2.02 < 9.532 > 2.72)$ . It means that there is significance influence of using audio lingual method in the language laboratory on students' speaking ability in expressing interpersonal communication at the first year students of SMAN 01 Benai.

## **B. The Suggestion**

Considering the result of this research, the writer would like to give some suggestion. They are follows:

### **1. Suggestion for teacher**

- a. The researcher suggested English teachers to expand the activities in the language laboratory and to choose the suitable methods in teaching their students' speaking in the language laboratory in order to make the students feel interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
- b. It is important for the teacher to improve the students' speaking ability in expressing interpersonal communication by giving a lot of practice, and asking the student to imitate how the native speaker speaks and express the interpersonal communication. Teacher needs to create various methods in teaching in the language laboratory.

### **2. Suggestion For Students**

- a. The students need to be more active in the class or in the language laboratory. The students should practice their speaking as much as possible and be creative to select kinds of speaking sources in order to make their speaking fluently and with good pronunciation.

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## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Rabu/10 November 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 1(satu)  
Alokasi waktu : 2 X 45 Menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

### D. Materi pembelajaran : Introduction

Kosa Kata terkait : Friend, brother, father, mother, live, address.

Percakapan singkat memuat ungkapan-ungkapan berikut:

- Ungkapan sapaan berkenalan

- Hi
- Hello
- How do you do?
- How are you?

### E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

### F. Kegiatan Pembelajaran :

Kegiatan Awal

- ✓ Mengucapkan salam
- ✓ Absensi

Kegiatan inti

- ✓ Membahas kosa kata terkait
- ✓ Guru memutar kaset tentang berkenalan
- ✓ Guru mempraktekkan ungkapan dan murid merespon
- ✓ Guru menunjuk siswa untuk mempraktekkan ungkapan sapaan
- ✓ Guru menyuruh siswa untuk membuat percakapan yang terdapat didalamnya kalimat sapaan

kegiatan akhir

- ✓ Guru menanyakan kesulitan belajar
- ✓ menyimpulkan materi
- ✓ pemberian tugas

G. Alat/Sumber Belajar : Perangkat labor bahasa, Kaset, White board, Spidol

H. Penilaian

- ✓ Tes lisan.

Benai. Rabu 10 November 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd



## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Sabtu/20 November 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 2 (dua)  
Alokasi waktu : 2 X 45 menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

### D. Materi pembelajaran : Introduction

Kosa Kata terkait : own brother, youngest, oldest, adopted brother.

Percakapan singkat memuat ungkapan-ungkapan berikut:

- Menyapa orang yang sudah dikenal
  - How are you
  - I am fine
- Ungkapan memperkenalkan diri
  - My name is . . .
  - I was born in . . . at . . .
  - I am . . . years old
  - I live at Jalan
  - I have . . . brothers and . . . sisters
  - My father is . . . and my Mother is . . .

Ungkapan-ungkapan baku

- Good morning
- Good evening
- Good night

### E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

F. Kegiatan Pembelajaran :

Kegiatan Awal

- ✓ Mengucapkan salam
- ✓ Absensi
- ✓ Motivasi Dan Appersepsi

Kegiatan inti

- ✓ Membahas kosa kata terkait
- ✓ Guru menunjuk siswa untuk memperkenalkan diri
- ✓ Guru menyuruh siswa untuk mempraktekkan pengenalan dalam percakapan

kegiatan akhir

- ✓ Guru menanyakan kesulitan belajar
- ✓ menyimpulkan materi
- ✓ pemberian tugas

G. Alat/Sumber Belajar : Perangkat labor bahasa, kaset, White board, Spidol

H. Penilaian

- ✓ Tes lisan.
  - Please Introduce Your Self!

Benai. Sabtu/20 November 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd

## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Rabu/24 November 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 3 (Tiga)  
Alokasi waktu : 1 X 40 Menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

### D. Materi pembelajaran : Introduction

#### 1. Ungkapan memperkenalkan teman

- Well, I want to introduce my friend to you
- I would like to introduce my friend to you
- In this occasion I want to introduce my friend her/his name is . . .

### E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

F. Kegiatan Pembelajaran :

Kegiatan Awal

- ✓ Mengucapkan salam
- ✓ Absensi
- ✓ Motivasi Dan Appersepsi

Kegiatan inti

- ✓ Guru menunjuk siswa untuk memperkenalkan dirinya dan memperkenalkan temannya.
- ✓ Guru menyuruh siswa untuk melakukan percakapan
- ✓ Guru dan murid melakukan percakapan tentang berkenalan dan memperkenalkan orang lain.

kegiatan akhir

- ✓ Penutup

G. Alat/Sumber Belajar : Perangkat labor bahasa, White board, Spidol

H. Penilaian

- ✓ Tes lisan.
  - Please Introduce Your Self and your friend!

Benai. Rabu/24 November 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd

## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Rabu/1 Desember 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 4 (Empat)  
Alokasi waktu : 2 X 45 menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

### D. Materi pembelajaran : Introduction

1. Ungkapan menyatakan Hobi dan cita- cita
  - My Hobby is . . .
  - I am interested in . . .
  - My ambition is . . .
  - I want to be . . . in the future

### E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

F. Kegiatan Pembelajaran :

Kegiatan Awal

- ✓ Mengucapkan salam
- ✓ Absensi
- ✓ Motivasi Dan Appersepsi

Kegiatan inti

- ✓ Guru menunjuk siswa untuk memperkenalkan dirinya dan menyampaikan hobi dan cita-cita.
- ✓ Guru menyuruh siswa untuk melakukan percakapan antara 1 sampai 4 siswa
- ✓ Guru mempraktekkan percakapan tentang hobi dan cita-cita

kegiatan akhir

- ✓ Penutup dan salam

G. Alat/Sumber Belajar : Perangkat labor bahasa, Kaset, White board, Spidol

H. Penilaian

- ✓ Tes lisan.
  - Please Introduce Your Self and tell your hobby and ambition!

Benai. Rabu/1 Desember 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd





## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Rabu/8 Desember 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 5 (lima)  
Alokasi waktu : 2 X 45 menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

D. Materi pembelajaran : Introduction expression  
Kosa Kata terkait : entrepreneur, businessman, shoulder, singer.  
Gramamr terkait : Personal pronoun

Subject	Object	Possessive Pronoun
I	Me	My
You	You	Your
We	Us	Our
They	Them	Their
She	Her	Her
He	Him	His
It	It	Its

E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

F. Kegiatan Pembelajaran :

Kegiatan Awal

Kegiatan inti

- ✓ Membahas kosa kata terkait
- ✓ Membahas structure terkait
- ✓ Guru menyuruh siswa memperkenalkan dirinya dan temannya
- ✓ Murid melakukan percakapan tentang berkenalan
- ✓ Guru dan murid berinteraksi berkenalan

kegiatan akhir

- ✓ Penutup

G. Alat/Sumber Belajar : Perangkat labor bahasa, White board, Spidol.

H. Penilaian

- ✓ Tes lisan.

Benai. Rabu/8 Desember 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd

## RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENT CLASS

Nama Sekolah : SMAN 01 BENAI  
Hari/Tanggal : Rabu/15 Desember 2010  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/Ganjil  
Pertemuan : 6 (enam)  
Alokasi waktu : 2 X 45 menit

### A. Standar Kompetensi

Siswa memperkenalkan dirinya dan temannya dengan baik dan benar.

### B. Kompetensi Dasar

Siswa mampu memperkenalkan dirinya dan temannya dengan baik dan benar.

### C. Indikator

- Siswa mampu memperkenalkan dirinya dengan baik dan benar
- Siswa mampu mengungkapkan kalimat-kalimat perkenalan
- Siswa mampu memperkenalkan temannya

### D. Materi pembelajaran : Introduction

### E. Metode pembelajaran : Audio lingual method menggunakan Labor Bahasa

### F. Kegiatan Pembelajaran :

#### Kegiatan Awal

- ✓ Salam dan Absen

#### Kegiatan inti

- ✓ Guru menyuruh siswa memperkenalkan dirinya dan temannya
- ✓ Murid melakukan percakapan tentang berkenalan
- ✓ Guru dan murid berinteraksi berkenalan

kegiatan akhir  
✓ Guru menanyakan kesulitan belajar

G. Alat/Sumber Belajar : Perangkat labor bahasa

H. Penilaian

✓ Tes lisan.

Benai. Rabu/15 Desember 2010

Guru Mata Pelajaran

Researcher

FITRIA DELIANA ABADI, S.Pd

ROBI SASTRA

Mengetahui Kepala Sekolah  
SMAN 01 Benai

FADLI Z, S. Pd